

To: Special Education  
Directors and School  
Psychologists  
From: Joanna Bivins, Evaluation Services Coordinator  
Date:  
**Subject: Updated Guidance on the Gifted Assessment Scoring Grid**

There have been many questions regarding the Intellectually Gifted Assessment Scoring Grid as it relates to updated cognitive assessments and the suspension of TNReady for grades 3-8. In an effort to provide consistency and guidance for this next school year, please refer to the following guidance:

#### **Updated cognitive assessments**

With the normative update of the WISC-V and changes to the indices (i.e., primary index scores comprised of two subtests instead of three), there have been many questions related to how the index changes impact the use of the split discrepancy for cognitive assessments on the Gifted Assessment Scoring grid. While the WISC-V indices are now comprised of only two subtests, the indices have reportedly high validity and reliability similar to the WISC-IV. Therefore, the same/like indices that were allowable previously (e.g., previously: VCI and PRI; currently: VCI, FRI, and VSI) may still be used when one of the allowable index scores is  $\geq 130$  AND there is a split discrepancy of 1.5 standard deviations or more between highest allowable index (e.g. VCI, FRI, or VSI) and lowest index scores.

#### **Achievement results**

Evaluations for intellectually gifted must include measures of educational performance through sources identified in the Intellectually Gifted Manual, which can be found [here](#). With the suspension of TNReady for grades 3-8, the department has received questions on how this impacts the assessment of educational performance. The department recently entered into a contract to score Part I of the TNReady assessment and will provide further guidance on the use of those results once information on scoring and reporting is made available. In the meantime, the guidance below is provided on the use of previous TCAP scores for the purpose of assessing educational performance when considering eligibility for intellectually gifted.

## Supporting Evidence of Educational Performance

Educational performance can be addressed through sources identified in the *Intellectually Gifted Manual*, which can be found [here](#). Since the 2016-17 school year presents a unique circumstance in regards to state achievement assessments, evaluators may consider the 2014-15 TCAP scores as a target instrument when there is supportive evidence, using two or more sources of continued high achievement, as identified below. The source of evidence must be in the same subject area as that considered to be at or above the 90<sup>th</sup> percentile on the TCAP assessment.

Supporting Evidence of Educational Performance 2016-17 School Year		
Source	Check if Used	Supporting Information
Grades (A's/ Demonstration of mastered content for lower grades)		
Curriculum Based Measure percentiles		
District benchmark scores		
Direct observation		
Teacher Indirect Observation		
Other assessment (percentile):_____		